4.3 Going places

In this lesson you will...

- listen to and summarise an interview with a boy who lives in Morocco
- talk about how you and people you know travel around.

- **What do you like most about travelling? What don't you like?**

Listening

1 **Listen to an interview. What aspect of Morocco do we learn about?**

2 **Listen again and complete the notes.**

Malik lives in Casablanca, Morocco

Long-distance trips

Trips to Agadir, the Atlas Mountains and the edge of the Sahara ..... [a]

Train journey to Marrakesh

The railway line is .....[b] years old; .....[c] expensive than the bus.

Fares: cheaper tickets for children under .....[d]

Journey time: .....[e] hours,.....[f] minutes

Journey distance: just over .....[g] kilometres

Al Boraq, high-speed train

From Casablanca to Tangier

Speed: .....[h] kph (kilometres per hour)

Features: lower and upper .....[i]

Trip to the Atlas Mountains

By .....[j] to Marrakesh and then by .....[k]

Getting to school

Goes to school by tram

The network was .....[l] in 2012. It was extended in 2019.

3 **Answer these questions.**

a What is Malik's opinion of public transport where he lives?

b Malik says something that surprises the interviewer. What is it?

Speaking and writing tip

Learn a range of phrases for commenting on journeys, trips and holidays. For example, *I really enjoyed it. We had a great time.*

Speaking

4 **Work in pairs. Ask and answer the questions.**

a
Is it easy to get around in (name of your country)? Can you give some examples?
It's OK. You can go …

b
Are there special fares for young people?
Yes, there are some. For example, …

c
Tell me about a journey or a trip you've been on.
Last summer, I went …

d
How did you travel?
By …

e
How long did the journey take?
The first part of the journey took …

f
How far was it?
It was about …

g
What was the journey like?
It was great. We saw …

h
How do you get around in your day-to-day life? How do you get to school? Do you walk, do you cycle or do you go by car?
Most people …
I usually …

4.5 Cities for life

In this lesson you will...

- read and talk about improving the quality of life in cities
- use the comparative form of regular adverbs with (*much*) *more… than*, *not as … as* and *far less … than.*

Key words: Science and geography

absorb
evaporation
permeable
reduce
temperature

- **How does a city work? What do people in a city need?**

Reading

1 **Look at the words in the science and geography key words box. Find them in the text and, with a partner, work out their meaning from the context.**

By 2050, almost 70% of the world's population will live in cities, so we need to think much more carefully about how we plan them.

You don't usually travel as quickly on a bike as you do in a car. But in some cities today, congestion is so bad that you can get from A to B faster on a bike than in a car. We need to have more cycle paths so that people can cycle more safely. We also need better public transport, so that we use our cars far less frequently than we do now. Some cities, such as Hong Kong, Singapore and Seoul already have excellent public transport systems. The Seoul metro, for example, carries more than 7 million people every day.

We need to be much better at saving water and we need to find ways of using it as efficiently as possible. This includes having 'sponge cities', where rainwater is absorbed and reused. Lingang, which is part of Shanghai, is a 'sponge city'. The city has permeable pavements that – like a sponge – absorb rainwater. This allows evaporation to reduce surface temperature during hot weather. Shanghai also plans to have 400,000 square metres of rooftop gardens with plants, parks and green spaces for rainwater storage.

The Colombian city of Medellín has improved the quality of life for the people who live there. This has been done by planning more creatively than in the past. To bring people together and reduce stress, parks and green spaces were created within the city. In the Parque de los Pies Descalzos (Barefoot Park) for example, people can take off their shoes, walk in sand and massage their feet in a foot spa. Medellín used to be one of the most dangerous cities in the world but now its residents can walk around much more safely and happily than they did 30 years ago.

2 **Read the text again and answer the questions.**

a Why is it sometimes quicker to cycle than to drive in a city?

b Why does the article mention Hong Kong, Singapore and Seoul?

c What is a 'sponge city'?

d What are two advantages of permeable pavements?

e Why is the park in Medellín called 'Barefoot Park'?

f Is life better in Medellín now? Why?

Use of English
Comparative adverbs, *(much) more … than, not as … as, far less … than*

We usually use *more* to make comparative adverbs.

This has been done by planning ***more creatively than*** *in the past.*

We can use *much* to add emphasis.

We need to think ***much more carefully*** *about how we plan our cities.*

To make negative comparisons, we can use *not as … as* and *far less … than*.

You don't usually travel ***as quickly*** *on a bike* ***as*** *you* ***do*** *in a car.*

… so that we can use our cars ***far less frequently than*** *we* ***do*** *now.*

Note that you can use *do* to avoid repetition.

3 **Make adverbs from these adjectives. Then use them to complete the sentences.**

cheap	frequent	quick

a I can get to school on my bike or by car. On my bike it takes 10 minutes. By car it takes 45 minutes.
I can get to school ***much more quickly on my bike than by car.***

b If you go by bus to Barcelona, the fare is 18 euros. If you go by train, the fare is 65 euros. You can get to Barcelona …….

c You can go by bus or by train. The buses go every 30 minutes. The trains go twice a day. The buses go …….

d You can get from London to Paris by bus in 8 hours. You get there by train in 2 hours 20 minutes. You don't get from London to Paris …….

Speaking

4 **Work in groups. Discuss how to improve life in our cities. Choose one aspect (housing, transport, leisure ...). Present your ideas to the class.**

We need to (work / plan / think) more (collaboratively / efficiently / creatively) than we do now. For example, ...

4.6 Venice: A beautiful city in danger

In this lesson you will...

- learn about how Venice was built and why it is in danger
- talk about Venice by reconstructing what you've heard.

- **Where is Venice? What do you know about it?**

Listening

1 Listen to this extract. What is it?

a It's part of an advertising campaign to attract tourists to Venice.
b It's a chapter from a novel or short story.
c It's part of the soundtrack for a TV programme about Venice.

2 Listen again. For each question, choose the correct answer.

a One of the problems Venice has is that
  i there aren't as many tourists now as there were in the past.
  ii the number of tourists is so much greater than the number of people who live there.
  iii people don't want to pay to visit the city.

b Venice is in danger because
  i it rains so much that the city is often flooded.
  ii there is more pollution in the water.
  iii the city is sinking below sea level.

c The best way to get around in Venice is
  i to drive.
  ii to cycle.
  iii to take a boat.

d The houses in Venice were built on wooden platforms
- i so that they float on the water like boats.
- ii because wood becomes strong in seawater.
- iii because wood can easily be replaced.

e There are plans to
- i stop tourists visiting Venice.
- ii stop too much water coming into the city.
- iii stop people travelling on the canals.

Speaking

3 **Work in pairs. Take turns to reconstruct what you heard about Venice. Use these notes.**

one of the most beautiful cities	very narrow streets
25 million visitors a year	no cars, motorbikes or motor vehicles
small city	150 canals
50,000 inhabitants	public transport: boats called *vaporetti*
too many tourists	travel in style: gondola
10 euros a day	
	trip, Grand Canal
in danger	houses and palaces
sinking by an average of 1 mm to 2 mm per year	wooden platforms
climate change causing sea levels to rise	wood under water, not in contact with oxygen
flooded four or five times a year	in saltwater, as hard as stone
an unusual city	several projects: flood barriers (gates)
118 islands	control water
the Adriatic Sea	control number of tourists
the north-east coast of Italy	plan trips carefully

4.7 Improve your writing

In this lesson you will...

- write a guide to your home town or city.

You're going to write a guide to your home town or city for a visitor.

1 Read the text. Choose a heading for each section.

Places to go, things to see	The background story
Looking to the future	Getting around

2 Avoid repetition by varying the verbs you use. How does the writer avoid using the verb *go* in each of the following sentences?

a You can get there by boat.
b You can visit some of the three hundred temples in the city.
c Climb up inside the temple to get a wonderful view from the top.
d You should certainly experience the colourful floating markets in Bangkok.

3 Find six adjectives that add colour and interest to the description.

4 Write a guide to your town or city for a visitor. Use the description of Bangkok as a model.

- Have you used the present passive and past passive?
- Have you used relative clauses to give extra information?
- Have you used a variety of adjectives?
- Have you used sentence adverbs such as *certainly*, *fortunately* and *unfortunately*?
- Have you used a variety of verbs to avoid repetition?

My city, Bangkok

a .....

Bangkok became the capital of Siam, now Thailand, in 1782. The city was built on the banks of the Chao Praya river. A network of canals was also developed, and for this reason Bangkok was known as 'the Venice of the East'. The canals are still used today by thousands of commuters and also by tourists.

b .....

The Grand Palace, which is on the east bank of the river, was the home of the Thai kings. You can get there by boat. It's a spectacular building and the city's best-known landmark. It's also home to the Emerald Buddha.

You can visit some of the three hundred temples in the city. Don't miss the Temple of Dawn, which is particularly beautiful at sunrise and sunset. Climb up inside the temple to get a wonderful view from the top.

You should certainly experience the colourful floating markets in Bangkok, where you can buy fresh fruit and vegetables and you can also eat delicious, freshly cooked, homemade food.

c .....

In addition to exploring the historic and cultural attractions on the riverside by river taxis and boats, you can also get to the main shopping and business areas using the Skytrain, an elevated train system, and the underground metro network.

d .....

Unfortunately, Bangkok and Venice have something else in common. Ocean levels are rising and the city is sinking by 1 to 2 centimetres a year, so it's actually sinking more quickly than Venice. There is a huge risk of flooding in the near future. The government is building new canals to control the water and the university has built a large park to absorb rainwater and redirect it, so that other areas are not flooded.

Remember to use the past passive when you want to focus on what was done rather than who did it.

The present passive is similarly useful to describe current situations.

Use non-defining relative clauses to give extra information.

Use a variety of adjectives, including compound adjectives, to add colour and interest to your descriptions.

Use sentence adverbs, such as *certainly, fortunately, unfortunately,* to show what your opinion is.

Address the readers directly, to make them feel involved.

4.8 Project challenge

Project 1: Unusual ways of getting to school

You're going to write a text for the webpage 'Unusual ways of getting to school'.

In Cambodia, there are two seasons, wet and dry. During the wet season, which lasts from May to October, heavy rainfall means that rivers flood into surrounding areas. Getting to school by road becomes difficult and dangerous for many children. Village leaders and parents in Battambang province hire a boat to take the children to school along the river. This means that children can get to school much more easily and much more safely. They don't have to miss lessons for six months of the year.

Step 1: Work in small groups. Look up information about unusual ways of getting to school.

Step 2: How many examples did you find? Decide which one you're going to write about.

Step 3: Write a draft of your text. Use the one about Cambodia as a model.

- Give some information about the country or region.
- Say why the journey to school is difficult.
- Describe how children get to school.
- Give any advantages or disadvantages of the way they travel.
- Compare the way the children travel with your own journey to school.
- Find a photo to illustrate your text.

Step 4: Read your text carefully. Check the spelling and punctuation.

Step 5: Write your final version.

- What did you learn from looking up information for this project?
- How did you use the model text?
- What did you learn from doing this project?

Project 2: Six reasons to live in my town / city

You're going to give a slide presentation of six reasons to live in your town or city.

Step 1: Work in small groups. Read the outline of the presentation about Helsinki below.

Step 2: Share your opinions about why your home town is a good place to live. Decide on the six best reasons to live in your town or city.

Step 3: Write the titles and the text for each slide. If possible, find a picture for each one.

Step 4: Decide who is going to present each slide. Give your presentation.

1 Not too big, not too small

Helsinki is not too big and not too small and you can get out into the countryside easily.

2 Leisure and social life

There are swimming pools, sports fields and running paths. There are youth centres where you can spend your free time playing games and doing music, dance and drama classes. You can also go on day trips and on camps.

3 I don't speak Finnish!

Helsinki is a great place for those who don't speak Finnish. Most people understand English because everyone learns it at school.

4 Education

Schools are good and they are free. The standard of education is one of the highest in the world. Schools believe that competition isn't as important as cooperation.

5 Transport

You can go everywhere by bike. There is a 1200-kilometre network of cycle paths. You can rent a bike or use city bikes. There are buses and trams, there's a metro and there are local railway and ferry services.

6 Green spaces

More than a third of the city's area is given over to green spaces, such as parks and gardens.

- What are the advantages of working in a group for this type of project?
- www – What went well?
- ebi – Even better if …

4.9 Song lyrics

'Big Yellow Taxi' was written and recorded by the Canadian singer-songwriter Joni Mitchell in 1970. This is how she described the inspiration for the song:

> 'I wrote "Big Yellow Taxi" on my first trip to Hawaii. I took a taxi to the hotel and when I woke up the next morning, I threw back the curtains and saw these beautiful green mountains in the distance. Then, I looked down and there was a parking lot as far as the eye could see, and it broke my heart ... this blight* on paradise. That's when I sat down and wrote the song.'

* A **blight** is a serious disease that attacks plants and crops. It can also be used to mean something ugly or bad that is spoiling something beautiful.

1 **Read the lyrics and listen to the song online. It was popular when it came out and it is still popular today. Why do you think this is?**

2 **Answer these questions about the language of the song.**

a How would you say, '*Don't* it always seem to go …?' in Standard English?

b What is the usual way of writing, and saying, 'put *'em* in a tree museum'?

c Look at the ends of the lines. Which words rhyme? Are there any half-rhymes (words that almost rhyme)?

d Songs often have verses and a chorus. The verses are different from one another, the chorus stays the same. Which are the verses in this song? Which is the chorus?

e At the end of the song, why do you think Joni Mitchell repeats the lines *They paved paradise / And put up a parking lot*?

3 **Answer these questions about the meaning and purpose of the song.**

a Does the song have a message? If so, what is it?

b Why do you think Joni Mitchell wrote this song?

c What is the difference between writing a pop song about this topic and writing an essay or an article in a magazine?

Big Yellow Taxi

They paved paradise
And put up a parking lot
With a pink hotel, a boutique
And a swinging hot spot

Don't it always seem to go
That you don't know what you've got till it's gone
They paved paradise
And put up a parking lot

They took all the trees
And put 'em in a tree museum
And they charged the people
A dollar and a half just to see 'em

Don't it always seem to go,
That you don't know what you've got till it's gone
They paved paradise
And put up a parking lot

Hey farmer farmer
Put away that DDT now
Give me spots on my apples
But leave me the birds and the bees
Please!

Don't it always seem to go
That you don't know what you've got till it's gone
They paved paradise
And put up a parking lot

Late last night
I heard the screen door slam
And a big yellow taxi
Took away my old man

Don't it always seem to go
That you don't know what you've got till it's gone
They paved paradise
And put up a parking lot

They paved paradise
And put up a parking lot

[2] **parking lot:** (American English) car park

[3] **boutique:** a small fashionable shop, usually selling clothes

[4] **swinging hot spot:** a popular disco or club

[7] **paved:** put a hard, flat surface on an area of ground

[27] **screen door:** (American English) a door with wire or plastic net in it, to let air in and keep insects out

Notes

- The Royal Hawaiian Hotel, Waikiki, Hawaii, is thought to be the 'pink hotel' described in the song.
- The 'tree museum' is thought to be the Foster Botanical Garden in Honolulu, where you pay to see trees and plants.
- In the 1940s and 1950s, farmers began using DDT to protect their crops from insects. It is no longer used in most countries because it is an environmental poison, affecting not only insects, but birds, fish and humans. It was still used in the USA in 1970, when Joni Mitchell wrote this song.
- Joni Mitchell doesn't say why the big yellow taxi has come to take away her old man (which can mean her partner or father). She leaves us to guess.

4 **Read the lyrics and listen to this song by The Pretenders by searching online. The Pretenders are an English-American rock band. The lead singer, Chrissie Hynde, is from Akron, Ohio in the USA.**

'My City Was Gone'

I went back to Ohio
But my city was gone
There was no train station
There was no downtown
South Howard had disappeared
All my favourite places
My city had been pulled down
Reduced to parking spaces
Ay, oh, way to go, Ohio

Well, I went back to Ohio
But my family was gone
I stood on the back porch
There was nobody home
I was stunned and amazed
My childhood memories
Slowly swirled past
Like the wind through the trees
Ay, oh, way to go, Ohio

I went back to Ohio
But my pretty countryside
Had been paved down the middle
By a government that had no pride
The farms of Ohio
Had been replaced by shopping malls
And Muzak filled the air
From Seneca to Cuyahoga Falls
Said, ay, oh, way to go, Ohio

5 **Work in small groups. Compare this song with 'Big Yellow Taxi'.**

Think of the following:

- the mood of the song
- the tempo (Quick? Slow?)
- the structure (verses, choruses, rhymes)
- lines and words that are repeated
- the message of the song.

Language tip

Try to use comparative adjectives in your discussion:

not as … as …

much (slower / more upbeat) … than …

6 **Work in small groups. You are going to write a song about a topic that is important to you (it can be an environmental issue, or it can be something different).**

a Discuss your ideas for a topic.
b One member of the group should summarise the ideas and help the group to reach a decision about which idea or ideas would make a good song. (You may be able to combine ideas.)
c Decide on the mood and the tempo of the song.
d Decide on the structure of the song (verses, choruses, rhymes).
e Write the song. Try singing the lines as you write them.

Check your progress

General knowledge quiz

How much can you remember about what you have learned?

1 They were built almost a hundred years ago and they were known as 'palaces of the people'. No one lives there, but they are used by millions of people every day. What are they?

2 What is a 'bullet train'?

3 Which city was voted 'the world's best cycle city'?

4 Why are canals built with locks?

5 What is this?

6 When did Karl Benz build the first car? Was it 1835, 1885 or 1935?

7 What do we call 'omnibuses' today?

8 This city has canals, a metro system, a Winter Palace and it's in Russia. What is it called?

9 Venice is made up of a group of islands in which sea: the North Sea, the Aegean, or the Adriatic?

10 Why is the Italian city of Venice in danger?

Vocabulary

Transport

1 **Choose the correct word.**

a Bullet trains can reach 320 kilometres *one / **an*** hour.

b You can catch the bus at the bus *stop / place* over there.

c How much is the bus *cost / fare*?

d My Russian friend goes to school *by / on* metro.

e The metro is the best way for *commuters / tourists* to get to work.

f How long did the journey *make / take*?

2 **Match the words to the definitions.**

passenger **fare** **shelter** **congestion** **commuter** **tourist** **pass**

a the price you pay to travel

b a place where you wait for a bus

c someone who regularly travels between home and work

d someone who travels for pleasure

e too many cars, buses, lorries, etc., making it difficult to move around

f a ticket that you can use for several journeys

g someone who travels, but is not the driver of the vehicle

Use of English

1 Complete the text by changing the verbs in brackets into the past simple passive.

The early history of the bicycle

The bicycle ***was invented***[a] *(invent)* by the German Karl von Drais in 1817. It had two wheels, but no pedals. You pushed it along with your feet. It ……[b] *(know)* as the 'draisine' after its inventor and it ……[c] *(make)* of wood. The word 'bicycle' appeared in the 1860s when it ……[d] *(use)* to replace the French name *vélocipède à pédales.*

Pedals ……[e] *(add)* to the front wheel of the bicycle in 1864. The first inflatable rubber tyres for a bicycle ……[f] *(invent)* by a Scottish man called John Dunlop in 1888.

2 Make adverbs and comparative adverbs from these adjectives. Then use them to complete the sentences below.

adjective	safe	cheap	careful	quick	easy
adverb	***safely***				
comparative	***more safely***				

a You can ride around the city ***much more safely*** if you use the cycle paths. (use *much*)

b The bus fare is 2 euros, but the train fare is 10 euros. So you can travel …… by bus. (use *much*)

c The bus takes an hour to get into town, whereas the metro only takes ten minutes. So you don't get there …… by bus …… you do by metro. (use *as*)

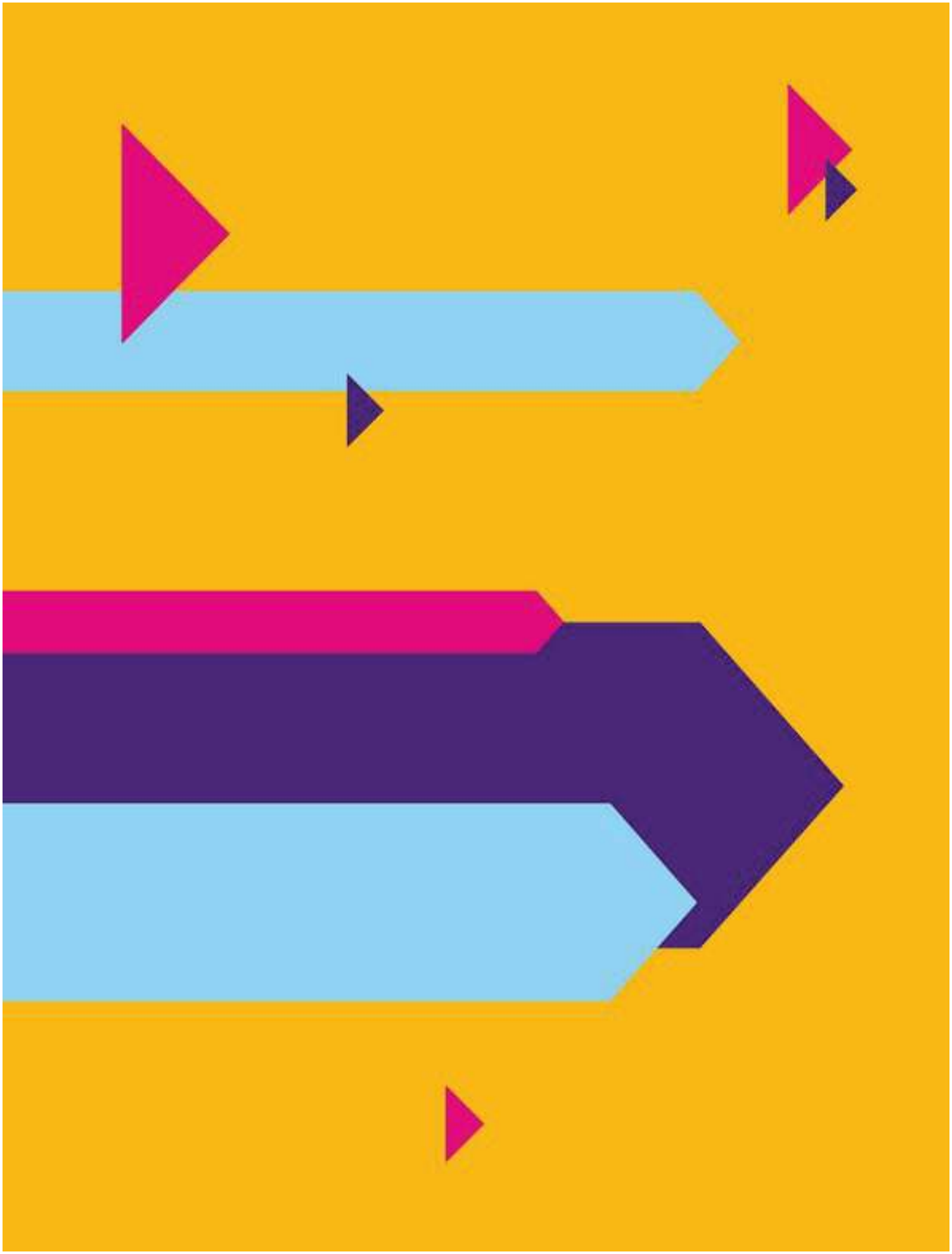
d I was going much too fast on my bike and I fell off. I cycle …… now. (use *much*)

e You have to change trains four times to get from the city to my village. The bus, however, takes you straight there. You get there …… by train. (use *far less*)

Summary checklist

I can

- ☐ talk about transport systems around the world.
- ☐ write and record an advert for transport in my city.
- ☐ read and understand a text about the history of transport.
- ☐ talk about travelling around in my country.
- ☐ compare towns and cities and discuss ways of improving quality of life in cities.
- ☐ understand someone talking about Venice and reconstruct what I've heard.



5 The great outdoors

In this unit you will…

- **use** words and phrases for outdoor equipment and activities
- **read** about the connection between nature and well-being
- **discuss** the skills and equipment you might need for hiking
- **find out** and **talk** about outdoor activities in New Zealand
- **read** and **talk** about New Zealand
- **order** the stages of a journey
- **write** an advert for outdoor activities in your country.

Getting started

"'The great outdoors' is a phrase that expresses the enjoyment of being outside. Why is being outdoors good for you?"

Watch this!

5.1 A school trip

In this lesson you will…

- use words and phrases for outdoor equipment and activities
- talk about going on a school trip using *-ing* forms (*putting up a tent is easy, …*).

- **Have you been on a school trip? What was it like? Would you like to go on a school trip? Where would you like to go?**

Listening

1 **Listen to the first part of the conversation. Which items of equipment do the students have to take? Use the words in the box to help you.**

2 **Copy the list of activities from the box. Listen to the second part of the conversation. Number the activities in the order they're mentioned.**

Use of English *-ing* forms

We use *-ing* forms (verb + *-ing*) in English where some other languages use infinitives.

Look at the examples. How would you say these sentences in your language?

-ing forms as subjects: ***Putting*** *up a tent is easy.*

-ing forms as objects: *I like* ***looking*** *at maps.*

-ing forms after a preposition: *I'm no good at* ***putting*** *up a tent.*

Equipment

water bottle
first-aid kit
emergency food supplies
map
compass
waterproof jacket
sleeping bag
torch

Outdoor activities

make a campfire
cook over a campfire
put up a tent
follow a path
identify trees, plants and wildlife
find your way
read a map
use a compass

Speaking

3 **Work in pairs. Imagine you're going on a school trip. Ask and answer these questions. You can listen to a model conversation to help you.**

a **A:** Are you good at reading a map?
B: ***Well, I don't know. I've never tried. What about you?***
A: ***Yes, I like maps and I like trying to find my way with one. But using a compass isn't easy.***

b Are you good at putting up a tent?

c Do you like sleeping in a tent?

d What about cooking over a campfire? What's that like?

e Are you interested in identifying plants and animals?

5.2 The power of nature

In this lesson you will…

- read about the connection between nature and well-being
- discuss and evaluate a theory about the benefits of spending time in the outdoors.

Key words: Health education

energy
stress
to refresh
to relax
vitality
worry

- **You are going to read an extract from a book called *Forest Bathing*. What do you think the book is about?**

Reading

1 **Before you read, look up the words in the health education key words box in a dictionary. Then answer these questions.**

a What can cause stress and worry?
b What can give you energy and vitality?
c How do you relax?
d What refreshes you when you're tired?

2 **Read the text. What do we know about the writer?**

3 **Answer the questions.**

a What is *shinrin-yoku*?
b According to the writer, what are the sounds you should listen for in a forest?
c How can you use your sense of touch in a forest?
d Why do you think the author says 'this is not exercise, or hiking, or jogging'?
e What is the purpose of the last paragraph?
f The book *Forest Bathing* is written mainly for adults. How do you think the author's ideas might be useful for people your age?

We all know how good being in nature can make us feel. We have known it for centuries. The sounds of the forest, the scent of the trees, the sunlight playing through the leaves, the fresh, clean air – these things give us a sense of comfort. They ease our stress and worry, help us to relax and to think more clearly. Being in nature can restore our mood, give us back our energy and vitality, refresh and rejuvenate us.

But what exactly is this feeling that is so hard to put into words? I am a scientist, not a poet. And I have been investigating the science behind that feeling for many years.

[2] scent: a nice smell
[3] ease: to become less bad
[5] restore: to make something good exist again
[6] rejuvenate: to make something or someone young again
[8] investigate: to try to get all the facts about something

In Japan, we practise something called forest bathing, or *shinrin-yoku*. *Shinrin* in Japanese means 'forest', and *yoku* means 'bath'. So *shinrin-yoku* means bathing in the forest atmosphere, or taking in the forest through our senses. This is not exercise, or hiking, or jogging. It is simply being in nature, connecting with it through our senses of sight, hearing, taste, smell and touch. *Shinrin-yoku* is like a bridge. By opening our senses, it bridges the gap between us and the natural world.

***

The key to unlocking the power of the forest is in the five senses. Let nature enter through your ears, eyes, nose, mouth, hands and feet. Listen to the birds singing and the breeze rustling in the leaves of the trees. Look at the different greens of the trees and the sunlight filtering through the branches. Smell the fragrance of the forest. … Taste the freshness of the air as you take deep breaths. Place your hands on the trunk of a tree. Dip your fingers or toes in a stream. Lie on the ground. Drink in the flavour of the forest and release your sense of joy and calm. This is your sixth sense, a state of mind. Now you have connected with nature. You have crossed the bridge to happiness.

***

You can forest-bathe anywhere in the world – wherever there are trees; in hot weather or in cold; in rain, sunshine or snow. You don't even need a forest. Once you have learned how to do it, you can do *shinrin-yoku* anywhere – in a nearby park or in your garden. Look for a place where there are trees, and off you go!

15 **bridge the gap:** to reduce the differences or distances between two things

19 **rustling:** the noise made by leaves in the wind

20 **filtering:** if light or sound filters into a place, only a little of it comes in

21 **fragrance:** a nice smell

23 **dip:** to move (something) down for a short time

24 **release:** to allow something to be free

25 **joy:** a strong feeling of happiness

25 **state of mind:** how you are feeling at a particular time

Speaking

4 You are going to work in two groups, A and B, for the following role-play exercise.

Group A You don't believe in *shinrin-yoku*. Give your reasons.

It all sounds a bit too good to be true.

It's much better for you to go out and play football or do something really energetic.

What about if you don't live near a forest?

How do you know it works?

I'd feel really silly touching trees and dipping my toes in the water.

Group B You have to persuade the students in Group A to change their minds.

Here are some idiomatic phrases that might be useful.

there's no harm in trying

you've got nothing to lose

as a matter of fact

you might change your mind

it makes sense

take advantage of

5.3 Finding your way

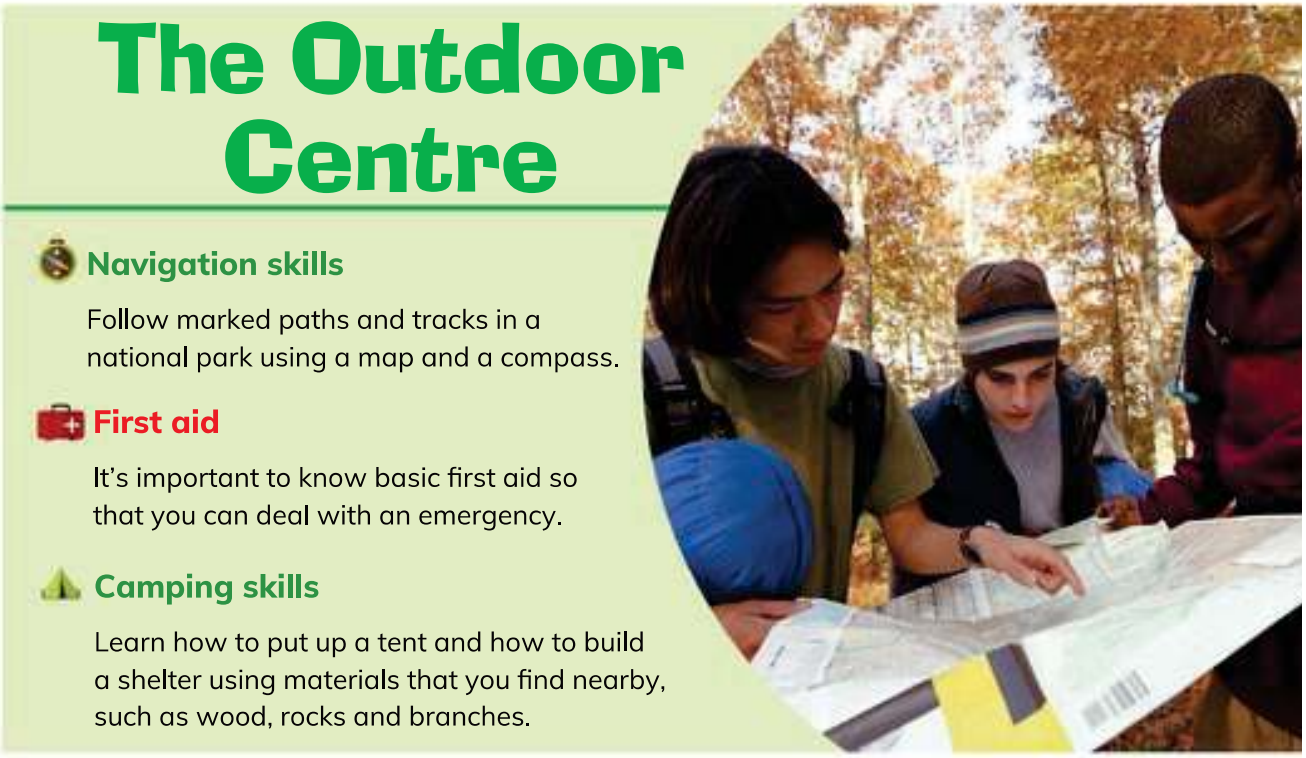
In this lesson you will…

- discuss the skills and equipment you might need for hiking
- role-play a conversation in which you have to work out what to do in a difficult situation.

- **Hiking is going for a long walk in the countryside. Why do you think people go hiking?**

Reading

1 **Read the advert for the Outdoor Centre. Who would go there, and why?**



2 **Work in groups. Discuss these questions.**

a When might you need to use a map and a compass?
b When might a first-aid kit be useful?
c When might you need to build a shelter?

3 **Read this scenario. Then answer the question: How do you decide what to do?**

Today is the first day of your activity holiday. The instructor describes this situation.
'You're walking with your friends in a mountainous area. You've walked 15 kilometres and now it's getting dark. You're following a path but you're not sure where it goes. You think your destination is about 5 kilometres away. You haven't got a tent. You've only got emergency food rations. You've each got a full bottle of water. Do you continue? Do you go back? Do you decide to build a shelter and carry on when it gets light in the morning? How do you decide what to do?'

4 **Listen to a phone conversation. What's the problem?**

5 **Listen again. Then answer the questions.**

a Where is the woman who answers the phone?
b Who is making the phone call?
c Why is he phoning?
d Where are the boys?
e What information does the woman try to find out?
f What information does the boy give?
g What does the woman suggest?

Remember

Present simple and present continuous

*You **learn** useful skills at an outdoor activity centre.*

*Today we'**re learning** navigation skills.*

We often use present tenses to describe imaginary situations.

*You'**re walking** with your friends in a mountainous area.*
*It'**s getting** dark.*

***Do** you **continue**? **Do** you **go back**?*

Speaking

6 **Work in pairs. Role-play the dialogue you've just heard. Use the information from your answers to Exercise 5.**

7 **Now role-play this situation. One of you is making the call. The other answers the phone at the Outdoor Centre.**

You're walking in the mountains. There's a strong wind and you've lost your map because the wind blew it away. You don't know where you are but you think you're about 10 kilometres from the Outdoor Centre. You're following a path and you're walking towards a small lake ahead of you in the valley. There are trees and bushes near the lake. The sun is low in the sky behind you. It's getting dark. Phone the Outdoor Centre for advice.